

FY-2008 SERVICE PLAN GENERAL INSTRUCTIONS

Each supervisory union is required by law to submit a service plan annually to the Commissioner of Education. Each supervisory union is required to report its anticipated expenditures for special education for the following school year by October 15th. This service plan is primarily designed to meet the above requirements. The reason that information in each section is required or the purpose of each section will be noted in the instructions.

There are three sections of the service plan. Section A is to be completed for the supervisory union as a whole. Section B's and C's are completed by each budget entity within the supervisory union that is expected to incur K-12 or pre-school special education costs. **For this purpose, a budget entity may be a town school district, incorporated school district, a union school district, a joint contract district or a supervisory union.** Section B is to be completed by each budget entity for its K-12 special education costs. Section C is to be completed by each budget entity, which is expected to incur pre-school special education costs.

Section A is completed for the **supervisory union** consists of:

- Part 1 Summary of Costs for Sections B and C
- Part 2 Salary Survey for "Mainstream" Special Education Positions as of October 2, 2006
- Part 3 Special Education Teachers and Paraprofessionals Employed and Needed For School Year 2006-2007
- Part 4 Other Special Education and Related Service Personnel Employed and Needed For School Year 2006-2007
- Part 5 Staff Shortages of Special Education Personnel for School Year 2006-2007

Section B is completed for **each budget entity for Kindergarten through 12th grade special education costs**. This section consists of:

- Part 1 K-12 Student and Staff Information
- Part 2 Special Education K-12 Budget
- Part 3(a) Extraordinary Cost Summary
- Part 3(b) Distribution of Extraordinary Cost to School Districts

Section C is completed for **each budget entity for pre-school special education costs**. This section consists of one part:

- Part 1 Children Served and Budget for Pre-School Special Education

THE DUE DATE FOR ALL SECTIONS IS OCTOBER 15th, 2006. Submit signed original to:

**Margaret Schelley
Financial Management Team
Department of Education
120 State Street
Montpelier, VT 05620-2501**

A copy of the Service Plan and any worksheets should be kept by the person preparing the report in case questions are raised during the Department's review of the Service Plans.

PLEASE READ THE INSTRUCTIONS BEFORE COMPLETING THE FORMS.

Section A - Supervisory Union Summary Instructions

This section, which is printed on *green* paper, is to be completed for the supervisory union as a whole.

Part 1 – Summary of Cost from Section B and C

Under number 1, list the budget entities for which Section B's and Section C's are being submitted. In the first column, enter the names of the budget entities which include town school districts, union school districts, joint contract district or supervisory union. For the description, indicate the type of school (such as town school district, union school district, unified school district, joint contract district or supervisory union).

There are two columns for the total amounts from Section B and Section C. On the line for each budget entity, enter the total from the Section B and Section C for that budget entity. For example, if Addison Northwest Supervisory Union anticipates K-12 special education costs of \$162,300 and Pre-School special education costs of \$148,500, those amounts would be entered on the Addison Northwest SU line in Section B and C columns respectively. If Vergennes Union High School estimates it will pay \$1,150,490 from its accounts for K-12 Special Education Services, then the Vergennes UHS line would only show \$1,150,490 in the Section B column.

At the bottom of number 1, enter the total of all the amounts listed in Section B and C columns for the budget entities. This total should be the total estimated for the supervisory union as a whole. The total amounts should be the total unduplicated cost projected for K-12 eligible special education (Section B column) and pre-school special education (Section C column) for FY-2008.

Under number 2 on the form, enter the name and telephone number of the person responsible for preparing this service plan. This will allow us to contact the appropriate person when we have questions.

The bottom of this form requires the signature of the superintendent and the form with the original signature must be submitted to the Department.

Part 2 - Salary Survey for "Mainstream" Special Education Positions as of October 2, 2006

The salary survey information is needed to compute the Mainstream Block Grant for FY-2008. The instructions for the main body of the form are at the top of the form. List employees who are licensed as and working as: Special Educator, Intensive Special Needs Teacher, Consulting Teacher and Educational Speech Language Pathologist. Do not include contracted employees who are not covered by the master negotiated agreement and do not include vacant positions.

Show the **annual salary** being paid for each position as of October 2, 2006, **for the current school year**. Enter the salary per the employee's contract for the current school year, excluding compensation for summer services or extra duties. If the person works part-time, show the salary earned for that part-time position. For "FTE" (full-time equivalency), show the portion of time the person works. If a person works the full school day for three days out of the five-day school week, use .6 (3/5). If the person works each day for 3 1/4 hours out of a 6 1/2 workday, then use .5 (3.25/6.5).

Toward the bottom of the form, enter the current annual salary for the individuals licensed and performing the duties of **director of special education**. This is to **include positions at the supervisory union or at the school district level**. If the position is part-time, enter the FTE for the position. If the position is full-time, enter 1.0 for FTE. Be sure to enter the total contract salary amount for the position even if job functions include non-special education duties. This information is being used only to compute the average salary for special education administrators statewide. (For completing the budget section, only include the salary relating to special education as an eligible special education cost.)

This form requires the signature of superintendent as well as the date signed at the bottom. The form with the original signature should be submitted to the Department.

Special Education Personnel Survey for School Year 2006-2007 (Section A, Parts 3 - 5):

Overview

The personnel survey comprising Parts 3, 4 and 5 of the Service Plan is designed to fulfill two purposes:

- 1) To count the full-time equivalents (FTEs) of special education teachers, paraprofessionals and related services personnel as required by the U.S. Department of Education Office of Special Education Programs (OSEP) in order for the State to receive its federal IDEA-B funds; and
- 2) To help the Vermont Department of Education determine the extent of special education personnel shortages.

Changes in Reporting for School Year 2006-2007

As a result of the reauthorized IDEA, there are two significant changes in Parts 3 to be aware of for the 2006 - 2007 school year. First, special education teachers and paraprofessionals are now required by OSEP to be reported as **Highly Qualified** or **Not Highly Qualified** instead of fully certified or not fully certified. To accommodate this new reporting requirement, Part 3 allows for the reporting of highly qualified and not highly qualified special education teachers and of highly qualified and not highly qualified paraprofessionals for Title I schools. For non-Title I schools, there are not certification requirements so all paraprofessionals are reported as fully certified.

Second, although other special education and related service personnel are still to be reported as fully certified or not fully certified, OSEP has provided much more information than in past years on the types of related service personnel staff that should be reported. Detailed instructions for the related service personnel section of the survey (Part 4), and a separate appendix (Part 4 Appendix) detail these changes.

Part 5 of the personnel survey allows for Supervisory Unions to report staff shortages in FTE units and is used by Vermont DOE to help determine staffing needs and special education staff shortages. The positions reported are to include the funded vacancies listed on Parts 3 and 4 as well as additional positions needed by the supervisory union for the provision of special education services.

The rest of this document contains definitions of key terms contained in the survey, including the column headings, followed by a primer on calculating FTEs, then specific instructions on each part of the survey (3 - 5) and finally, a Part 4 Appendix detailing the OSEP updates to the definitions for related services personnel.

For questions about completing the personnel survey, please contact Dave Phillips at 828-5936 or davidphillips@education.state.vt.us.

Definitions

Special Education Teacher:

For the purposes of this data collection OSEP is defining a special education teacher as a teacher employed to provide special education to children with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. This definition also includes teachers of children with disabilities in separate schools and facilities. This definition DOES NOT include *regular* education teachers who work with children with disabilities. Please note Speech-Language Pathologists are reported in Part 4 not in Part 3.

Special Education Paraprofessional:

For the purposes of this data collection OSEP is defining special education paraprofessionals as employees who provide instructional support, including those who:

- provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher and/or;
- assist with classroom management, such as organizing instructional and other materials and/or;
- provide instructional assistance in a computer laboratory and/or;
- conduct parental involvement activities and/or;
- provide support in a library or media center and/or;
- act as a translator and/or;
- provide instructional support services under the direct supervision of a teacher.

This definition DOES NOT include regular education paraprofessionals who work with special education children.

Highly Qualified (Column 1(a) in Part 3):

The FTEs of teachers or paraprofessionals employed or *contracted* to provide special education and related services who meet the Vermont state standard for highly qualified for the position. For additional information on highly qualified teacher and paraprofessional determinations, you may go to the Vermont Department of Education Educator Licensing web site at <http://www.state.vt.us/educ/new/html/licensing/hqt.html>. Below is a brief summary of the highly qualified requirements for special education teachers and paraprofessionals to be used for this data collection.

For this federal data report, a Special Education Teacher is considered highly qualified if they meet the requirement or if there is no requirement for the work they perform. This is similar to the fully certified and not fully certified definitions below. As there is no requirement for a Special Education Teacher doing consultation or case management work to be highly qualified, then a Special Education Teacher is considered highly qualified for the time he/she is performing consultation work on Part 3.

For Special Education Teachers, an individual may be highly qualified for some of the work he/she performs but not the rest. The Special Educator would be considered highly qualified to perform a consultation role with classroom teachers or in a team teaching situation where the classroom teacher was highly qualified or to perform case management services. However, when a Special Educator is providing primary instruction, the highly qualified determination is based on the number of credit hours the Special Educator has in the subject matter being taught and the student's present level of performance if the subject is one of the "core" content areas. There are no highly qualified requirements for subjects outside the "core" content areas so the Special Educator's time spent providing instruction in these areas would be considered highly qualified.

For Special Education Paraprofessionals in Title I schools the determination of whether a paraprofessional is highly qualified or not highly qualified is based on the paraprofessional's level of education, having an associate's degree or having passed a State or local academic assessment. Special Education Paraprofessionals working in non-Title I schools should be reported as fully certified as the highly qualified requirements to not apply and there are no certification requirements for these paraprofessionals

Not Highly Qualified (Column 1(b) in Part 3):

The number of FTE teachers or paraprofessionals employed or *contracted* to provide special education and related services who do NOT meet the Vermont State standard for highly qualified for the position in which they are employed.

Vacant Positions (Column 2 in Parts 3 and 4):

The number of unfilled vacancies in **funded** positions that existed during the school year. Do not count positions which were filled by personnel not fully qualified or fully certified, as these positions are already counted. Do not count any vacancies for which funds were not available.

Fully Certified (Column 1(a) in Part 4):

Other staff and paraprofessionals in non-Title I schools that meet the existing State standards or requirements (certification or licensure) for the position held. If there are no state requirements for the position, then count the FTE as fully certified.

Not Fully Certified (Column 1(b) in Part 4):

Other staff, excluding teachers and paraprofessionals, that *do not* meet the existing State standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes.

Total Demand (Column 3 in Parts 3 and 4):

The Total Demand FTE is the sum of Column 1(a), Column 1(b) and Column 2.

How to Calculate Full-Time Equivalents (FTEs):

- 1) The first step in making a FTE calculation for an individual teacher, paraprofessional or other staff member (regardless of HQT or certification status) is to define how many hours are in one (1) FTE in the school district where they are employed. As an example, consider hypothetical 'School District Town Alpha', where there are 6.5 hours in a full-time work day and 175 work days in a school year. In this example, the number of hours in 1.0 FTE would be 1,137.5 (6.5 hours in a day multiplied by 175 days in a school year). For your calculation, use the hours per day and days per school year that are typical for the school district.
- 2) After defining the number of hours in 1.0 FTE, the next step is to determine how many hours a particular staff member works over the course of a school year. As an example consider 'Special Education Teacher Mary' who works in School District Alpha. If Mary works 3 hours per day, for 175 days, then her total hours worked for the year are 525 (3 hours per day multiplied by 175 days).
- 3) The final step in determining the FTE value for a particular teacher or staff member is to divide the total number of hours the staff member worked into your calculation for the number of hours in 1.0 FTE. For example, the FTE value for 'Special Education Teacher Mary' in School District Alpha would be .46 (525 hours worked per year divided into 1,137.5 hours in 1.0 FTE).
- 4) **Note that the calculation of FTE values is the same for all staff regardless if they work under a negotiated agreement or a separate service contract.** For example, if 'Occupational Therapist Robert' is contracted by School District Alpha to work 5 hours per day for 20 days during the school year, the FTE value would be .0879 (100 hours worked per year divided into 1,137.5 hours in 1.0 FTE).
- 5) **Round the number so that there are only two digits after the decimal point.** In the above example, the .0879 would be rounded to .09.

Part 3 - Special Education Teachers and Special Education Paraprofessionals Employed and Needed for School Year 2006-2007

Please enter the full-time equivalent (FTE) values in each column for all special education teachers and special education paraprofessionals employed during school year 2006 – 2007. The FTEs need to be divided between the age group categories of children with disabilities ages 3 - 5 and ages 6 - 21. The FTEs for staff employed needs to be divided between staff “highly qualified” and “not highly qualified” based on the definition for this data collection which is on page 4.

Special Education Teachers Section

To complete the Column (1), it may be easiest to start with the FTE for each of the Special Education Teachers employed or contracted for the school year. The FTEs for Special Education Teachers need to be divided between time spent providing services to the two age groups – ages 3-5 and ages 6-21. The next step is to determine what FTE the Special Education Teacher is not highly qualified for the duties he/she is providing. This would require determining which blocks of the special educator’s schedule involves providing primary instruction in a “core” content area for which they are not considered highly qualified based on the content area requirements for the students’ present levels of performance. This information on content knowledge requirements for special educators is available under the Special Educator tab at <http://www.state.vt.us/educ/new/html/licensing/hqt.html>. The balance of the total FTEs for Special Education Teachers employed but not reported as “not highly qualified” would be reported as “highly qualified”. The FTE for vacant positions is shown under Column (2) and the Total Demand is the total of the three columns to the left.

Special Education Paraprofessionals Section

The reporting for special education paraprofessionals is divided between paraprofessionals working in Title I school and working in non-Title I school. For paraprofessionals working in Title I schools, the FTE count must be divided between paraprofessionals that meet the “highly qualified” requirements and those that do not. For paraprofessionals working in non-Title I schools, the FTE count is shown as fully certified as the special education paraprofessionals are not required to meet the highly qualified requirements and there are no State requirement. The FTE count is further divided between the two age groups (ages 3-5 and ages 6-21) based on the time spent providing services for each. The FTE for vacant positions is shown under Column (2) and the Total Demand is the total of the three columns to the left.

Data Notes:

- 1) In all columns, please round all responses to the nearest two decimal points, e.g. 1.346 should be recorded as 1.35.
- 2) When completing Vacant Positions (Column 2), only include FTEs of **funded** unfilled vacancies that existed during the school year. Do not count positions which were filled by personnel not fully qualified as these positions are already counted. Do not count any vacancies for which funds were not available.
- 3) Speech Pathologists should NOT be included in Part 3. Speech Pathologists are included in Part 4: Other Special Education and Related Service Personnel.
- 4) DO NOT include *regular* education teachers who work with children with disabilities in this section.
- 5) Include all teachers **employed or contracted** to provide services.

**Part 4 - Other Special Education and Related Service Personnel Employed and Needed
For School Year 2006 - 2007**

Please enter FTE values in each column for all fully certified and not fully certified related service personnel employed for school year 2006 - 2007 to provide special education services to children with disabilities ages 3 - 21. *Do not include any teachers or paraprofessionals reported in Part 3.*

Report the FTE of staff employed for each category divided between fully certified and not fully certified. Fully certified staff in column 1(a) includes those staff meeting the existing State standards or requirements (certification or licensure) for the position held. If there are no state requirements for the position, then count the FTE as fully certified. Report as not fully certified staff those staff *not* meeting the existing State standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes.

OSEP has modified which specific types of related service personnel are to be reported in the categories contained in Part 4. The modifications, as dictated by OSEP and ostensibly reflecting the reauthorized IDEA are contained in the appendix to this section (Part 4 Appendix). Please review these row-by-row definitions and use them as a guide when completing this section.

Data Notes:

- 1) Please round all responses to the nearest two decimal points, e.g. 1.345 should be recorded as 1.35.
- 2) When completing Vacant Positions (Column 2), only include FTEs of **funded** unfilled vacancies that existed during the school year. Do not count positions which were filled by personnel not fully certified as these positions are already counted. Do not count any vacancies for which funds were not available.
- 3) In rows 18 and 19 (other professional staff and other nonprofessional staff), include an unduplicated FTE count of all professional and nonprofessional personnel providing special education and related services for children with disabilities not reported in Part 3 or elsewhere in Part 4 (this part).

Part 5 - Staff Shortages of Special Education Personnel for School Year 2006-2007

Report the number of positions that you have been unable to fill due to the lack of qualified applicants for the current school year (2006 - 2007). This information is used by the Department to determine staffing needs. The positions reported should include the **funded** vacancies listed on Parts 3 and 4 as well as **any additional positions needed** by the Supervisory Union for the provision of special education services. The name of the Supervisory Union is omitted from the form to maintain confidentiality.

Data Notes:

- 1) Please round all responses to the nearest two decimal points, e.g. 1.345 should be recorded as 1.35.
- 2) The FTE count reported on Part 5 should include the vacant positions from Parts 3 and 4 as well as any other additional positions needed.

For questions about completing the personnel survey please contact Dave Phillips at davidphillips@education.state.vt.us or 828-5936.

Part 4 Appendix

Definitions of the specific types of “related services personnel serving children with disabilities” that are to be reported in the categories contained in Part 4 are as follows:

ROW 1: Speech Language Pathologists

Provide an unduplicated FTE count of ANY speech-language pathologists providing the following services to children with disabilities:

- “Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.”

ROW 2: Vocational Education Teachers

DO NOT include vocational education teachers employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those vocational educational teachers employed specifically to work with students with disabilities.

ROW 3: Physical Education Teachers

Provide an unduplicated FTE count of ANY physical education teachers who provide special physical education, adaptive physical education, movement education or motor development to children and youth with disabilities.

ROW 4: Work-Study Coordinators

DO NOT include work-study coordinators employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those work-study coordinators employed specifically to work with students with disabilities.

ROW 5: Psychologists

Provide an unduplicated FTE count of ANY psychologists who provide the following services to children with disabilities:

- “Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relation to learning;
- Consulting with other staff member in planning school program to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for children and parents; and

- Assisting in developing positive behavioral intervention strategies.”

ROW 6: School Social Workers

DO NOT include social workers employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those social workers employed specifically to work with students with disabilities who provide the following services:

- “Preparing a social or developmental history on a child with a disability;
- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child’s living situation (home, school or community) that affect the child’s adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her education program; and
- Assisting in developing positive behavioral intervention strategies.”

ROW 7: Behavior Specialists

DO NOT include behavior specialists employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those behavior specialists employed specifically to work with students with disabilities.

ROW 8: Occupational Therapists

Provide an unduplicated FTE count of ANY occupational therapists that provide the following services to children with disabilities:

- “Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- Preventing, through early intervention, initial or further impairment or loss of function.”

ROW 9: Audiologists

Provide an unduplicated FTE count of ANY audiologists who provide the following services to children with disabilities:

- “Identification of children with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of children, parents, and teacher regarding hearing loss; and
- Determination of the children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.”

ROW 10: Recreation and Therapeutic Recreation Specialists

Provide an unduplicated FTE count of ANY recreation and therapeutic recreation specialists who provide the following services to children with disabilities:

- “Assessment of leisure function;
- Therapeutic recreation services;
- Recreation programs in schools and community agencies; and
- Leisure education.”

ROW 11: Medical/Nursing Services

Provide an unduplicated FTE count of ANY personnel providing the following medical/nursing services:

- Medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- Personnel who provide nursing services designed to enable a child with a disability to receive FAPE as described in the child’s IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).
- DO NOT report personnel in this row who have been reported elsewhere.

ROW 12: Physical Therapists

Provide an unduplicated FTE count of ANY physical therapists that provide the following services to children with disabilities:

- Screening, evaluation, and assessment of children “... to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.”

ROW 13: Counselors

DO NOT include counselors employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those counselors employed specifically to work with students with disabilities.

ROW 14: Supervisors/Administrators

Provide an unduplicated FTE count of supervisors/administrators providing special education and related services to children with disabilities ages 3 - 21. Include school district and supervisory union special education professionals whose activities are concerned with directing and managing the operation of a particular special education school or program.

ROW 15: Interpreters

Provide an unduplicated FTE count of interpreters who provide services, as used with respect to children who are deaf or hard of hearing, including oral transliteration services, cued language transliteration services, and sign language interpreting services.

ROW 16: Rehabilitation Counselors

Provide an unduplicated FTE count of ANY rehabilitation counselors who provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

ROW 17: Orientation and Mobility Specialists

Provide an unduplicated FTE count of ANY personnel providing orientation and mobility services including:

- Services provided to blind or visually impaired students to enable those student to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- Teaching students the following, as appropriate:
 - i. Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel;
 - ii. To use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - iii. To understand and use remaining vision and distance low vision aids; and
 - iv. Other concepts, techniques and tools.

ROW 18: Other Professional Staff

Provide an unduplicated FTE count of all professional personnel providing special education and related services for children with disabilities not reported in Part 3 or elsewhere in Part 4.

ROW 19: Other Nonprofessional Staff

Provide an unduplicated FTE count of all non-professional personnel providing special education and related services for children with disabilities not reported in Part 3 or elsewhere in Part 4.